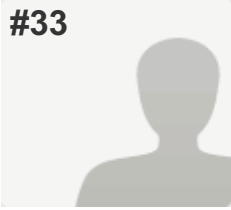


#33

**COMPLETE****Collector:** Web Link 1 (Web Link)**Started:** Wednesday, June 15, 2016 1:20:57 PM**Last Modified:** Wednesday, June 15, 2016 2:04:37 PM**Time Spent:** 00:43:39**IP Address:** 207.28.172.6

## PAGE 2

<b>Q1: Name of School District:</b>	Hudson Community School District
<b>Q2: Name of Superintendent</b>	Dr. Anthony Voss
<b>Q3: Person Completing this Report</b>	Dr. Anthony Voss

## PAGE 3

**Q4: 1a. Local TLC Goal**

Bolster entry into the teaching profession.

**Q5: 1b. To what extent has this goal been met?**

(no label)

Fully Met

**Q6: 1c. Description of Results Including Short and Long-Term Measures (limited to 3000 characters)**

Hudson has been fortunate insofar as our ability to attract and retain teachers. Once we have them in our system, it is rare they should leave. When our faculty do leave it is usually not because of dissatisfaction but rather a circumstance that is beyond the control of our teacher or school district. For example, this school year we have 7 faculty members that will not be returning next year, and only one of which is relatively junior in her career. This fourth year teacher will be moving to Colorado where her fiancé has recently taken a job. The development of this teacher has been exceptional and it wasn't very long before she secured employment as a fourth grade teacher at a district in suburban Denver.

Of the other 6 faculty members who will not be returning next year, all are doing so to enjoy retirement and take advantage of the district's early retirement incentives.

**Q7: 2a. Local TLC Goal***Respondent skipped this question***Q8: 2b. To what extent has this goal been met?***Respondent skipped this question***Q9: 2c. Description of Results Including Short and Long-Term Measures (limited to 3000 characters)***Respondent skipped this question***Q10: 3a. Local TLC Goal**

Enhanced career opportunities

**Q11: 3b. To what extent has this goal been met?**

(no label)

Mostly Met

**Q12: 3c. Description of Results Including Short and Long-Term Measures (limited to 3000 characters)**

At the inception of our teacher leadership implementation, our focus was primarily on ensuring that instructional coaches were in place. The appointment of model teachers was an afterthought, and as such during the first year model teachers were not very effective and felt as they they were in limbos, uncertain of their role, and didn't know how they fit into the plan. This was undoubtedly a misstep.

As a result of this miscalculation, year 2 did not yield many applicants for this role. Therefore, we used this school year to calibrate this role and work with our teachers to learn more about the plan, what teacher leadership would really do for our district, and how we could go about ensuring more teachers took advantage of these opportunities.

Preparing for year 3, I am happy to report that all of our positions are filled and 92% of those surveyed stated they had a 'very knowledgeable' or 'moderately knowledgeable' understanding of Hudson's teacher leadership program.

We do have some work to do however, where 83% of respondents state that our teacher leadership program is 'moderately successful'.

---

**Q13: 4a. Local TLC Goal**

Improved student achievement through strengthened instruction.

---

**Q14: 4b. To what extent has this goal been met?**

(no label)

Mostly Met

---

**Q15: 4c. Description of Results Including Short and Long-Term Measures (limited to 3000 characters)**

It is difficult to ascertain as to whether or not our teacher leadership system is successful because of the work that has been done as a result of teacher leadership through increased collaboration, or if it is related to the work that we have done in mathematics. Nevertheless, whatever we are doing is working! Across almost all grade levels, our average student growth in math exceeded the expected growth based on performance band:

## Expected Growth for Math

Grade	Grade	Ex. Growth	Growth	PR
3	4	19	21	75
4	5	14.5	23	50
5	6	14	24	50
6	7	12	13	50
7	8	12.5	12	75
8	9	11	12	75
9	10	10.5	17	75
10	11	7.5	8	75

Further, when drilling deeper we note the following in relation to math:

64% of all third graders met targeted growth based on performance band  
95% grew

58% of all fourth graders met targeted growth based on performance band  
95% grew

66% of all fifth graders met targeted growth based on performance band  
89% grew

76% of all sixth graders met targeted growth based on performance band  
96% grew

49% of all seventh graders met targeted growth based on performance band  
85% grew

49% of all eighth graders met targeted growth based on performance band  
73% grew

60% of all ninth graders met targeted growth based on performance band  
79% grew

72% of all tenth graders met targeted growth based on performance band  
91% grew

**PAGE 4: Put any goals you wish to report on, but do not directly align with state TLC goals, on this page.**

**Q16: 5a. Local TLC Goal**

*Respondent skipped this question*

**Q17: 5b. To what extent has this goal been met?**

*Respondent skipped this question*

**Q18: 5c. Description of Results Including Short and Long-Term Measures (limited to 3000 characters)**

*Respondent skipped this question*

**Q19: 6a. Local TLC Goal**

*Respondent skipped this question*

**Q20: 6b. To what extent has this goal been met?**

*Respondent skipped this question*

**Q21: 6c. Description of Results Including Short and Long-Term Measures (limited to 3000 characters)**

*Respondent skipped this question*

PAGE 5

**Q22: 7. Based on the results of your data analysis, what adjustments might you consider TLC implementation. (Please note this is not an official plan change). If you would like more information on how to submit an official plan change please use this link or contact Becky Slater.**

We will not consider any changes until we have completed a full three years of implementation. At this time we are happy with how the plan is functioning.

**Q23: 8. Please share anecdotal evidence/stories that demonstrate how the implementation of TLC has impacted your district.**

The biggest success story of our district has to be the fact that we are moving into year 3 of the implementation and finally have filled all our teacher leadership roles. This is a true testament to the work and perseverance of those administrators and teacher leaders to ensure the development of a system that works well for the Hudson teachers.

**Q24: Please check each of the following boxes, indicating your agreement to continue to meet these requirements:**

Minimum Salary – The school district will have a minimum salary of \$33,500 for all full-time teachers.

,

Selection Committee – The selection process for teacher leadership roles will include a selection committee that includes teachers and administrators who shall accept and review applications for assignment or reassignment to a teacher leadership role and shall make recommendations regarding the applications to the superintendent of the school district.

,

Teacher Leader Percentage – The district will demonstrate a good-faith effort to attain participation by 25 percent of the teacher workforce in teacher leadership roles beyond the initial and career teacher levels.

,

Teacher Compensation – A teacher employed in a school district shall not receive less compensation in that district than the teacher received in the school year preceding implementation of the district's TLC plan.

,

Applicability – The framework or comparable system shall be applicable to teachers in every attendance center operated by the school district.